

Student Name: _____

Date: _____

Persuasive Scoring Guide

	Focus	Content Development	Organization	Style	Conventions
4	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.	Substantial, relevant and/or illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.	Thorough control of sentence formation. Few errors, if any that are present do not interfere with meaning.
3	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with evident awareness of task and audience.	Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position consistently supported with some relevant evidence. Rhetorical (persuasive) strategies are evident.	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.	Adequate control of sentence formation. Some errors, if any that are present do not interfere with meaning.
2	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.	Limited control of language, stylistic techniques, and sentence structures that creates interference with tone.	Limited and/or inconsistent control of grammar, mechanics, spelling, usage and sentence formation. Many errors may be present in grammar, usage, spelling, and punctuation and some of those errors may interfere with meaning.
1	Little or no evidence of a controlling point presented as a position that lacks credibility and/or substantiated argument with minimal awareness of task and audience.	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an underdeveloped position supported with minimal or no evidence.	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.	Minimal control of language, stylistic techniques, and sentence structures that creates an inconsistent tone.	Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.